

Kyle

NHEIAP- Alternative
Grade 10

Teacher: J

, NH
2007-2008

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Validation Forms

Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name: Kyle

SASID #:

Date: 4/8/2008

SAU #:

Student's Grade: 10

Team Statement:

The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.

Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent, typical peer, etc.

Instructional Team Signatures:

> Name:  Position: Special Ed. Teacher/Case Manager

Contribution to Portfolio: Planned, executed, collected data, assembled portfolio

> Name:  Position: Typical Peer

Contribution to Portfolio: Assisted student in reaching goals

> Name: Position:

Contribution to Portfolio:

> Name: Position:

Contribution to Portfolio:

> Name: Position:

Contribution to Portfolio:

> Name: Position:

Contribution to Portfolio:

> Name: Position:

Contribution to Portfolio:

> Name: Position:

Contribution to Portfolio:

Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student): Kyle, in Grade 10
and have found it to be complete and ready for submission to Statewide Assessment.

Principal's Signature:  Date: 5/1/08

Video, Audiotape, and Photo Permission Form

I give permission for the High Schoolschool to take pictures, video, or audiotape my son/daughter, Kyle . I understand that this will be included in my son/daughter's state assessment and will be used for educational purposes only.



Parent/Guardian Signature

4-28-08

Date

Parent/Guardian Portfolio Review Statement

Name of Child: Kyle

I, , have reviewed my child's work that is contained in this portfolio. My child's teacher, J has actively engaged me in this review process and has explained the contents of my child's portfolio appropriately. I believe this portfolio does/does not (circle one) reflect my child's current level of progress.

Comments:

4-28-08

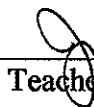
Date



Parent/Guardian Signature

4/28/08

Date

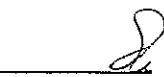


Teacher Signature

Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is unable to obtain parent/guardian review of the portfolio and signature, the school must document all attempts to obtain this review, and a school representative must sign below.

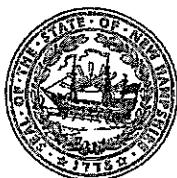
5/7/08

Date



Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.



Dr. Lyonel B. Tracy
COMMISSIONER
Tel. 603-271-3144

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child Kyle Guillemette might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementor responsible for compiling the evidence for the New Hampshire Alternate Assessment. Before we can include your child's material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child's material.

I, , am the parent or legal guardian of Kyle Guillemette. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child's New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

- ☒ paper products (**personal identifiable information such as last names, school name, etc., will be removed**)
- ☒ pictures (**face will be blanked out**)
- ☐ audiotapes
- ☐ videos

☐ I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an alternate assessment portfolio.



Signature of Parent/Guardian

4-28-08

Date

Student Information

Kyle

I live in . I am 16 years old. My birthday is . L
is my mother, she's beautiful. G is my father, he snores. My sister is S
I like her. My dogs are B and M .

My parents take me to the races in Loudon. We stay in our camper. I like to
watch the cars but they are too noisy.

My favorite color is red. My favorite food is oatmeal. My favorite sport is
baseball; I like the Red Sox. My favorite soda is Pepsi. My favorite class is
cooking.

I have a lot of friends. P and W are my friends.

I like to do Special Olympics. I do snowshoes.

I have blue eyes. My hair is black. I am tall.

2007-2008 Class Schedule
Kyle

Semester One		
Block 1	7:35-9:05	Life Skills - Independent Living
Advisory*	9:10-9:20	Bell (Regular Ed.)
Block 2	9:25-10:50	Life Skills- English/Math
Lunch	10:55-11:20	Cafeteria
Block 3	11:20-12:50	Life Skills Science
Block 4	12:55-2:20	Art Foundations (Regular Ed.)
Semester Two		
Block 1	7:35-9:05	Life Skills- Independent Living
Advisory*	9:10-9:20	Bell (Regular Ed.)
Block 2	9:25-10:50	Life Skills- English/Math
Lunch	10:55-11:20	Cafeteria
Block 3	11:20-12:50	Life Skills- Adaptive Phys. Ed.
Block 4	12:55-2:20	Life Skills- Applied Motor Skills

* Tuesdays Advisory is a 30 minute period allowing for team building activities

Reading I Required

Entry Cover Sheet #1
Reading Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Kyle

SASID #

SAU #

Grade: 10

Content Standard:

Student will demonstrate the interest and ability to read age/grade-appropriate materials fluently, with understanding and appreciation.

Student Performance and Progress: ONE *Measurable* Targeted Skill:

Kyle will read a predetermined list of sight words at 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Kyle's ability to read sight-words will allow him to read more age appropriate materials fluently and with understanding.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Pg. 9

Collection period I - September 17 - November 16, 2007

Two Student Work Samples

Pgs. 11-13

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 10

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples

Pgs. 15, 17

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 16

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples

Pgs. 19, 21

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 18

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

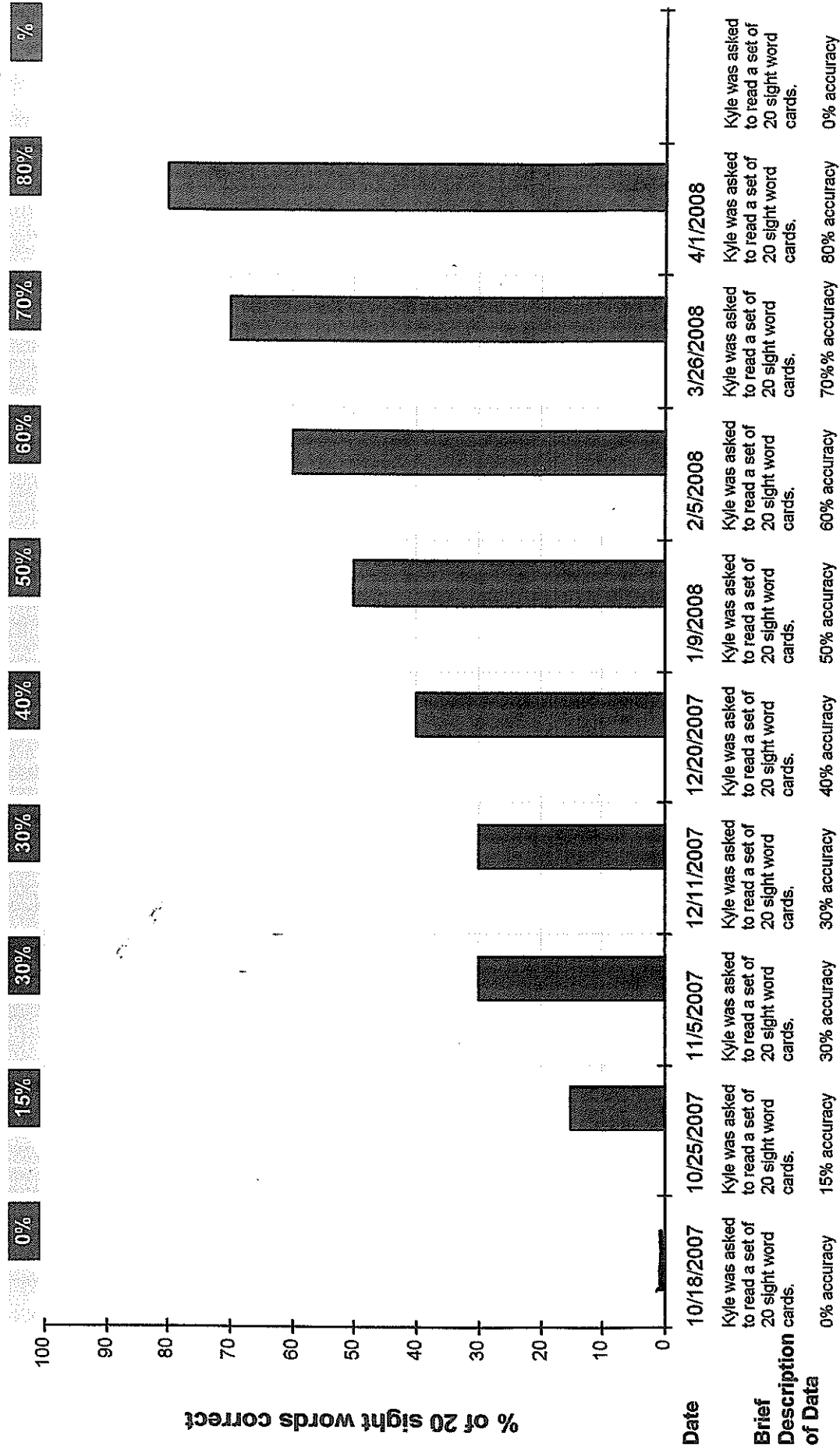
Student Name: Kyle

SASID #

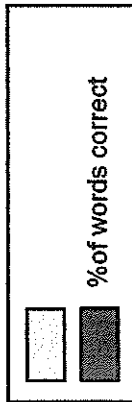
SAU #

Grade: 10

Reading Required - Kyle will read a set of predetermined sight words with 80% accuracy



Key



Comments: Kyle worked throughout the year on a set of 20 sight words along with other sight words not on the list. When compiling these data points, these were the only words reviewed.

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 10/18/07

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other _____

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

Knowing my words

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 10/18/2007

Content Area: Reading 1

Work Sample: 1

**Data Collection
Period:**

I

Setting: Special Ed. Classroom

Activity Description:

Kyle was shown flash cards of the 20 sight words and asked to read them.

Student's Performance Relative to the Targeted Skill:

Kyle will read a predetermined list of sight words at 80% accuracy.
0% accuracy.

Supports:

Teacher showed cards one at a time. Prompting was given if the student did not know the words, but not used to determine accuracy.

Sight Words List

Said

Him

Not

For

Run

Old

Horn

Across

Slide

Put

Had

Up

Here

An

Saw

Was

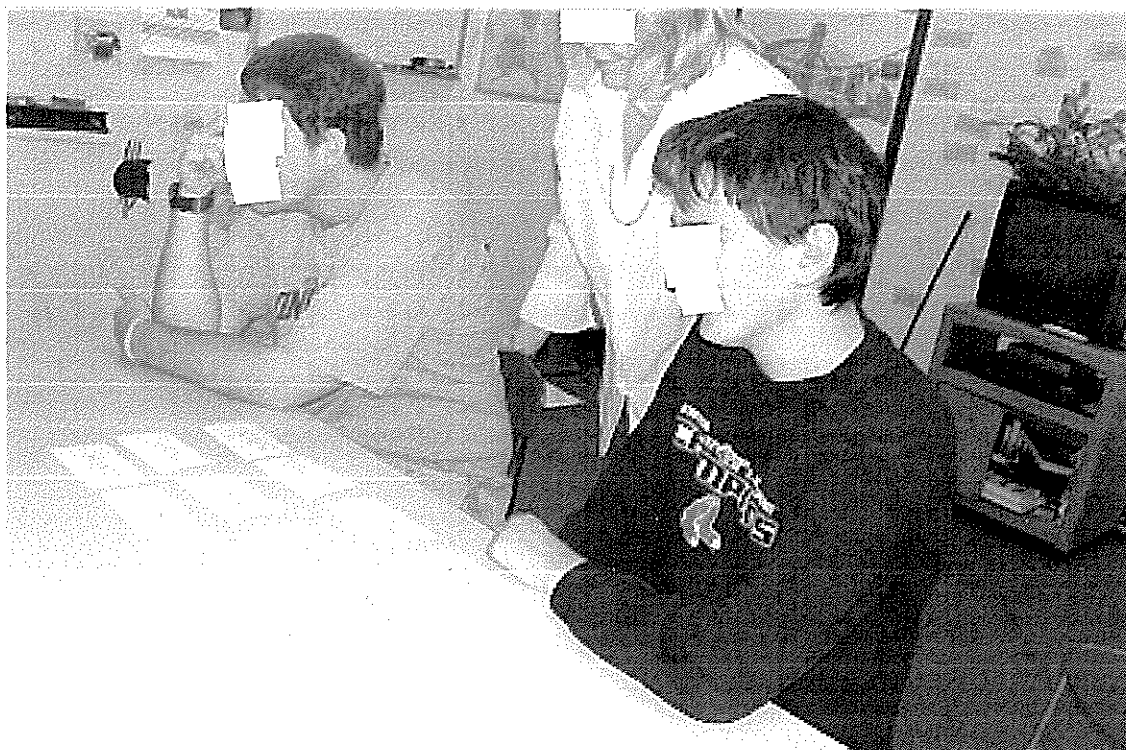
Write

Draw

Purple

Away

WORK SAMPLE # 2



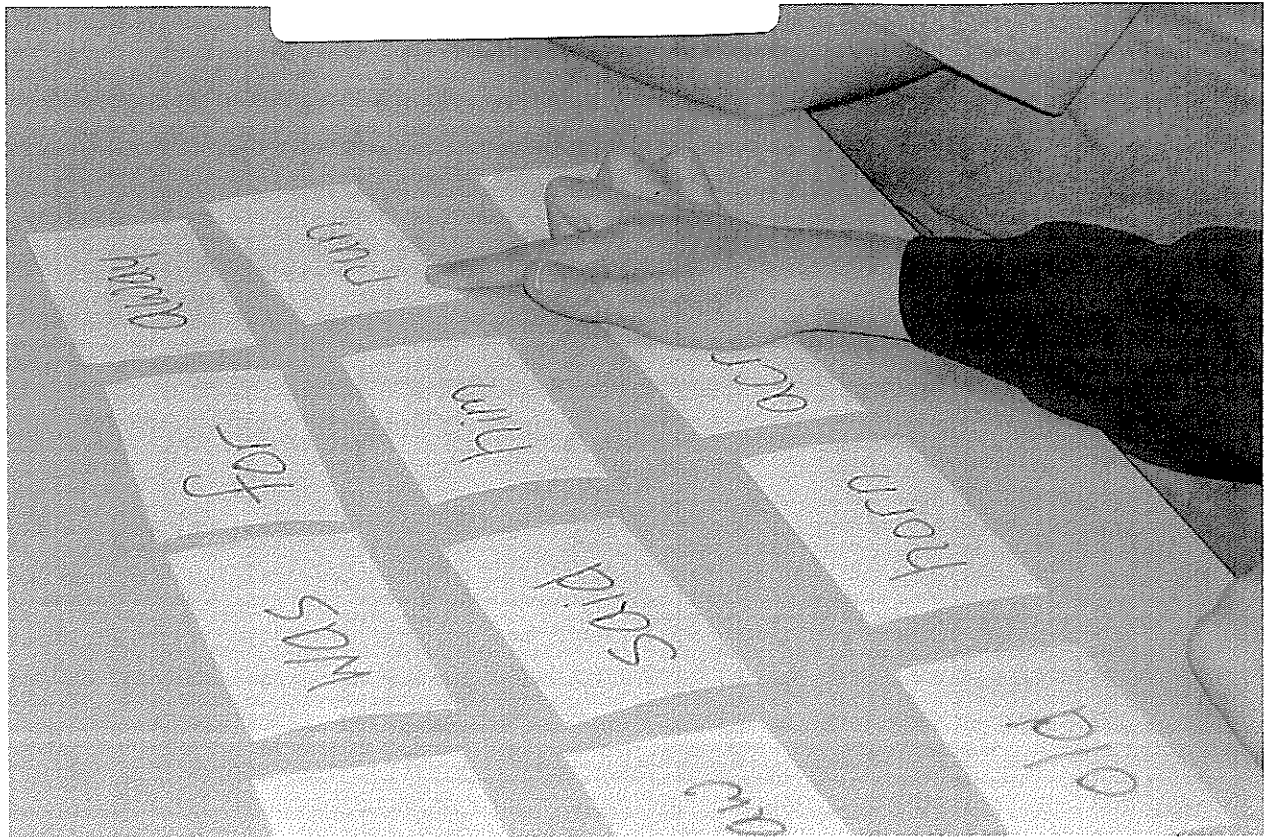
Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 11/5/2007
Content Area: Reading 1		
Work Sample: 2		
Data Collection Period: I	Setting: Special Ed. Classroom	
Activity Description: Kyle was asked to find a word and point to it. Then he was asked to say the word that was beside, next to, last, etc.		
Student's Performance Relative to the Targeted Skill: Kyle will read a predetermined list of sight words at 80% accuracy. 30% accuracy		
Supports: Occupational Therapist, teacher, peer. Verbal prompts.		

11/5/07

Goes with Preceding Entry



WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 12/11/2007
Content Area: Reading 1		
Work Sample: 1		
Data Collection Period: II	Setting: Sears at the mall.	
Activity Description: Kyle was asked to read the sight word cards and find the corresponding tool, showing it to the sales clerk.		
Student's Performance Relative to the Targeted Skill: Kyle will read a predetermined list of sight words at 80% accuracy. 60% accuracy		
Supports: Typical peer prompted Kyle with where the tool was and what it's use was.		

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 1/11/08

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Reading @ pool

I will work with:

Teacher Myself Friend Lifeguard

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other

I think I did:

Great!

Okay!

So So!

Oops!

Next time I will work on:

It was hard!

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 1/11/2008
Content Area: Reading 1		
Work Sample: 2		
Data Collection Period: II	Setting: Center Pool.	
Activity Description: Kyle was asked to read the pool rules to the Lifeguard which includes some of his sight words. He pointed to the words as he read the rules.		
Student's Performance Relative to the Targeted Skill: Kyle will read a predetermined list of sight words at 80% accuracy. Kyle read with 50% accuracy.		
Supports: Typical peer prompted and helped with unknown words. Typical peer asked questions about rules.		

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 3/26/08

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other _____

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

I don't know

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 3/26/2008

Content Area: Reading 1

Work Sample: 1

**Data Collection
Period:**

III

Setting: Library w/typical peer

Activity Description:

Kyle was shown the sight words by the typical peer, one at a time, and asked to read the word.

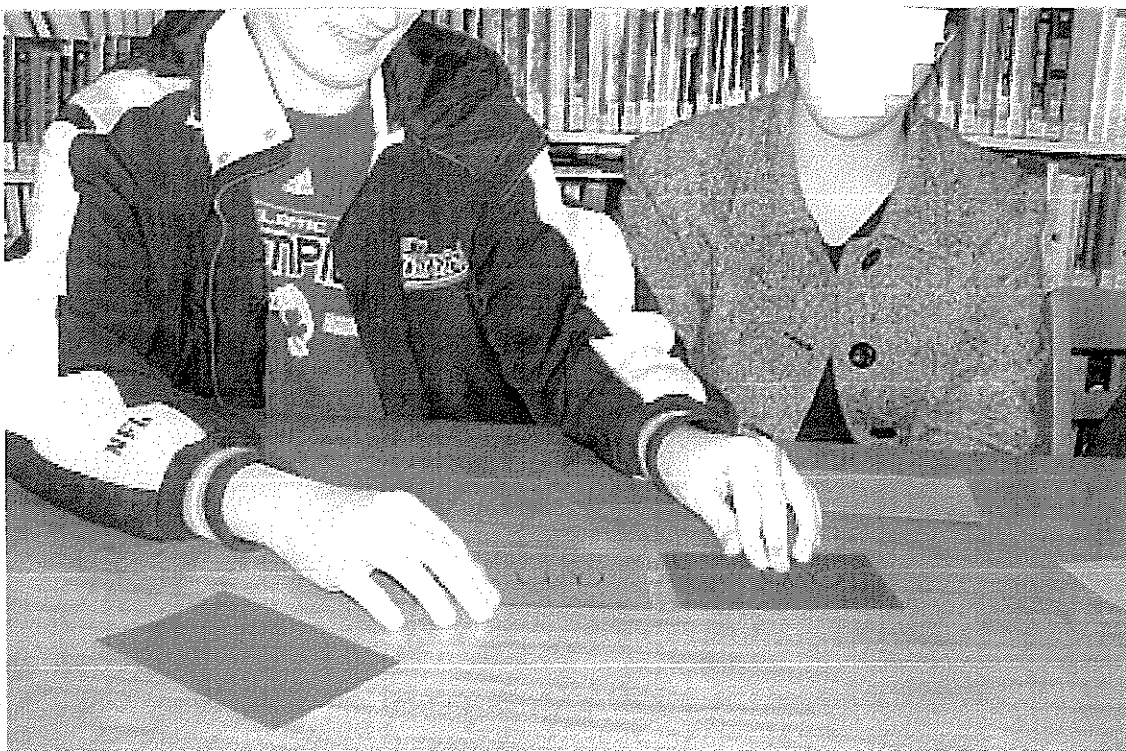
Student's Performance Relative to the Targeted Skill:

Kyle will read a predetermined list of sight words at 80% accuracy.
70% accuracy

Supports:

Typical peer showed Kyle the cards and prompted when needed.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 4/2/2008

Content Area: Reading 1

Work Sample: 2

**Data Collection
Period:**

III

Setting: Library w/typical peer

Activity Description:

Kyle was asked by the typical peer to turn over one sight word card, read the word, and then turn over a second card of a different color, attempting to match the sight words.

Student's Performance Relative to the Targeted Skill:

Kyle will read a predetermined list of sight words at 80% accuracy.
75% accuracy

Supports:

Typical peer prompted Kyle to read the words accurately.

Reading II

Choice

Entry Cover Sheet #2
Reading Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Kyle

SASID #

SAU #

Grade: 10

Content Standard:

Content Standard 5: Kyle will demonstrate competence in using the interactive language process of READING, writing, speaking, listening, and viewing to gather and organize information in a variety of ways.

Student Performance and Progress: ONE Measurable Targeted Skill:

Kyle will match or sort objects or information related to a topic or category with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Kyle's ability to match or sort objects or information related to a topic or category will demonstrate his ability to gather and organize information in a variety of ways using the relative language process of reading.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Pg. 23

Collection period I - September 17 - November 16, 2007

Two Student Work Samples

Pgs. 25, 27

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 24

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples

Pgs. 29, 31

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 28

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples

Pgs. 33, 35

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 34

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

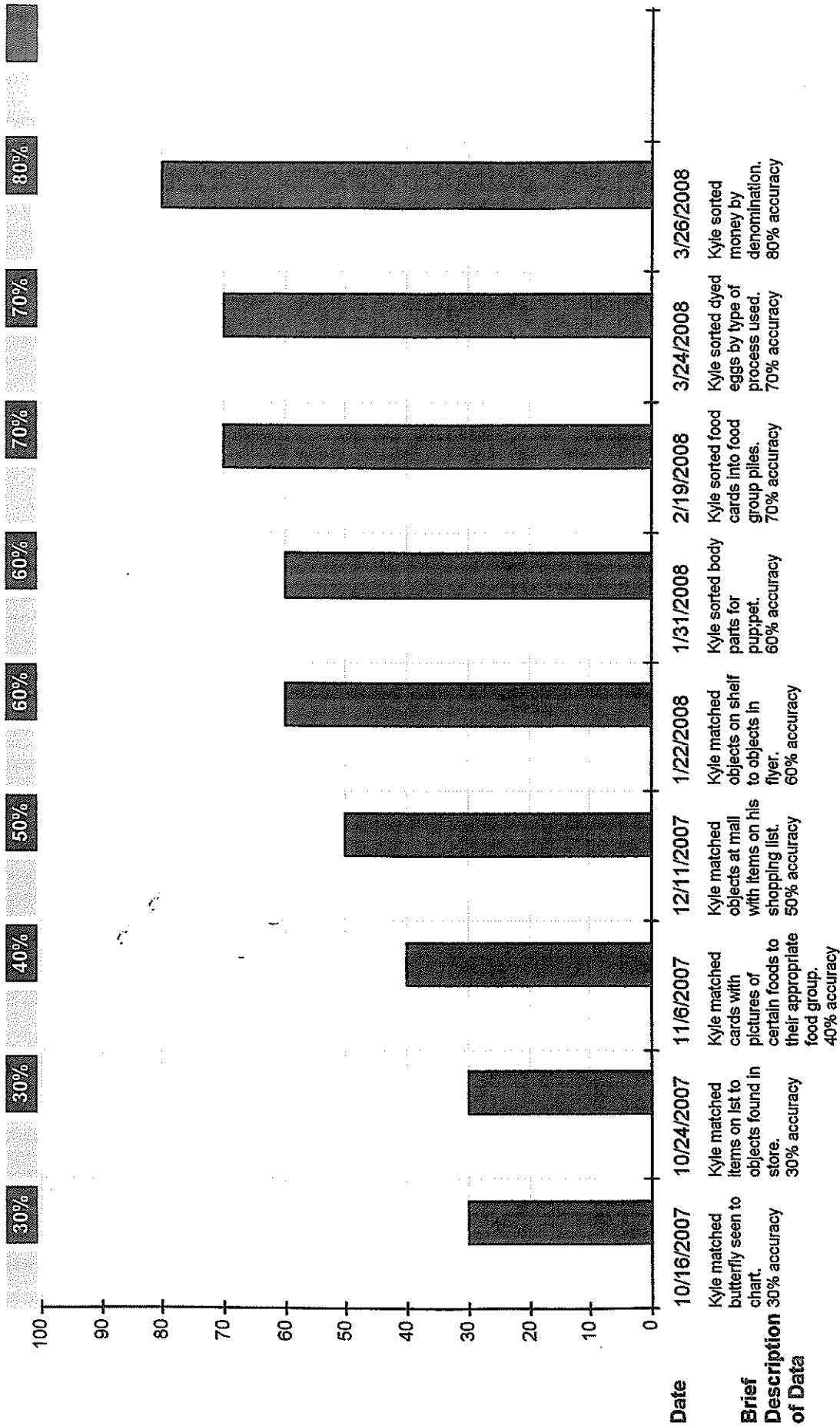
Student Name: Kyle

SASID #

SAU #

Grade: 10

Kyle will match or sort objects or information related to a topic or category w/80% accuracy



Comments:

% accuracy

Key

Alternate
sheet
2008

23

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 10/16/07

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Matching Butterflies to chart

I will work with:

Teacher Myself Friend Attendant

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other
Chart/Butterflies

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

Trying to see more butterflies

WORK SAMPLE # 1

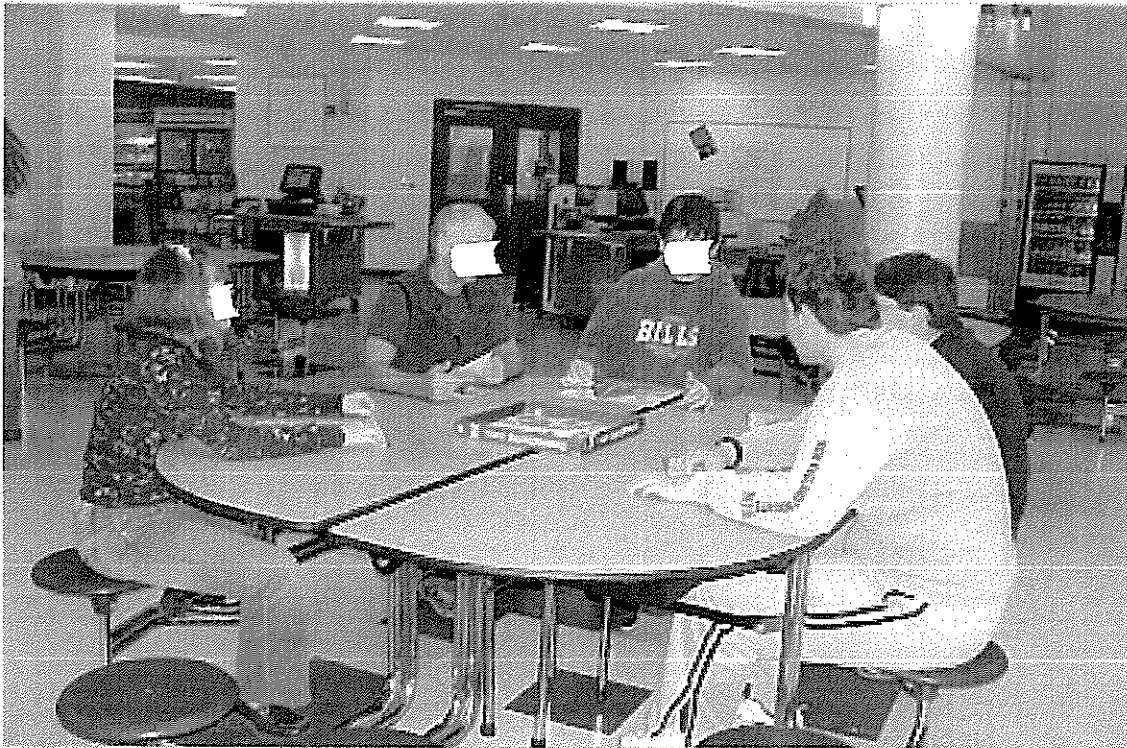


Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 10/16/2007
Content Area: Reading 2		
Work Sample: 1		
Data Collection Period: I	Setting: The Butterfly Place, in Massachusetts	
Activity Description: Class trip to view butterflies. Kyle was given a chart with pictures of the various types of butterflies and when he saw a butterfly, he was asked to find the butterfly on the chart.		
Student's Performance Relative to the Targeted Skill: Kyle will match or sort objects or information related to a topic or category with 80% accuracy. 30% accuracy		
Supports: Butterfly Place attendant, Teacher, peers		

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 11/6/2007

Content Area: Reading 2

Work Sample: 2

**Data Collection
Period:**

I

Setting: School Cafeteria

Activity Description:

Kyle played a nutrition game with other students in his class. He needed to match cards with pictures of certain foods in with their appropriate food group.

Student's Performance Relative to the Targeted Skill:

Kyle will match or sort objects or information related to a topic or category with 80% accuracy.
40% accuracy

Supports:

Teacher, verbal prompts

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 1/22/08

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other ☒

I will work with:

Teacher Myself Friend Sales Clerk

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other
Flyer

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

It was hard

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 1/22/2008

Content Area: Reading 2

Work Sample: 1

**Data Collection
Period:**

II

Setting: Local Hardware Store

Activity Description:

Kyle showed the sales clerk the items that were in the flyer matching them with the actual item on the shelf.

Student's Performance Relative to the Targeted Skill:

Kyle will match or sort objects or information related to a topic or category with 80% accuracy.
50% accuracy

Supports:

Typical peer prompted Kyle and questioned him about the flyer and other items.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 1/31/2008

Content Area: Reading 2

Work Sample: 2

**Data Collection
Period:**

II

Setting: Special Ed. Classroom

Activity Description:

Kyle was making a puppet. After a discussion with the typical peer about body parts, he chose to put teeth on his puppet, identifying them as a part of the head. He then cut the teeth out of construction paper to attach to the bag.

Student's Performance Relative to the Targeted Skill:

Kyle will match or sort objects or information related to a topic or category with 80% accuracy.
60% accuracy

Supports:

Typical peer prompted Kyle to recall the various parts of his body/head. She assisted him as he drew and cut the teeth.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 3/24/2008
Content Area: Reading 2		
Work Sample: 1		
Data Collection Period: III	Setting: Life Skills Kitchen w/typical peer	
Activity Description: Kyle was asked to sort the Easter eggs that he helped color into one of three groups by type of process.		
Student's Performance Relative to the Targeted Skill: Kyle will match or sort objects or information related to a topic or category with 80% accuracy. 70% accuracy		
Supports: Typical peer prompted Kyle to take the time to notice the difference in the way the eggs look due to the different coloring processes.		

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 3/26/08

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Sorting money

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

"It's okay"

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 3/26/2008

Content Area: Reading 2

Work Sample: 2

**Data Collection
Period:**

III

Setting: Bankw/typical peer

Activity Description:

Kyle was asked by the typical peer to sort the bills by type.

Student's Performance Relative to the Targeted Skill:

Kyle will match or sort objects or information related to a topic or category with 80% accuracy.
80% accuracy

Supports:

After initial instructions by typical peer. Kyle was able to sort the bills by denomination with little prompting

Writing I Required

Entry Cover Sheet #1

Writing Required

(Grades 4, 7 and 10)

Student Name: Kyle

SASID #

SAU #

Grade: 10

Content Standard:

Student will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Student Performance and Progress: ONE Measurable Targeted Skill:

Generate a list (write, type, dictate, stamp, cut and paste) with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Kyle's ability to generate a list will demonstrate his ability and interest to write effectively for a variety of purposes.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods
with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 37

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 39, 41

One Self-Determination Worksheet connected to one of the Work Samples Pg. 38

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 43, 45

One Self-Determination Worksheet connected to one of the Work Samples Pg. 44

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 47, 49

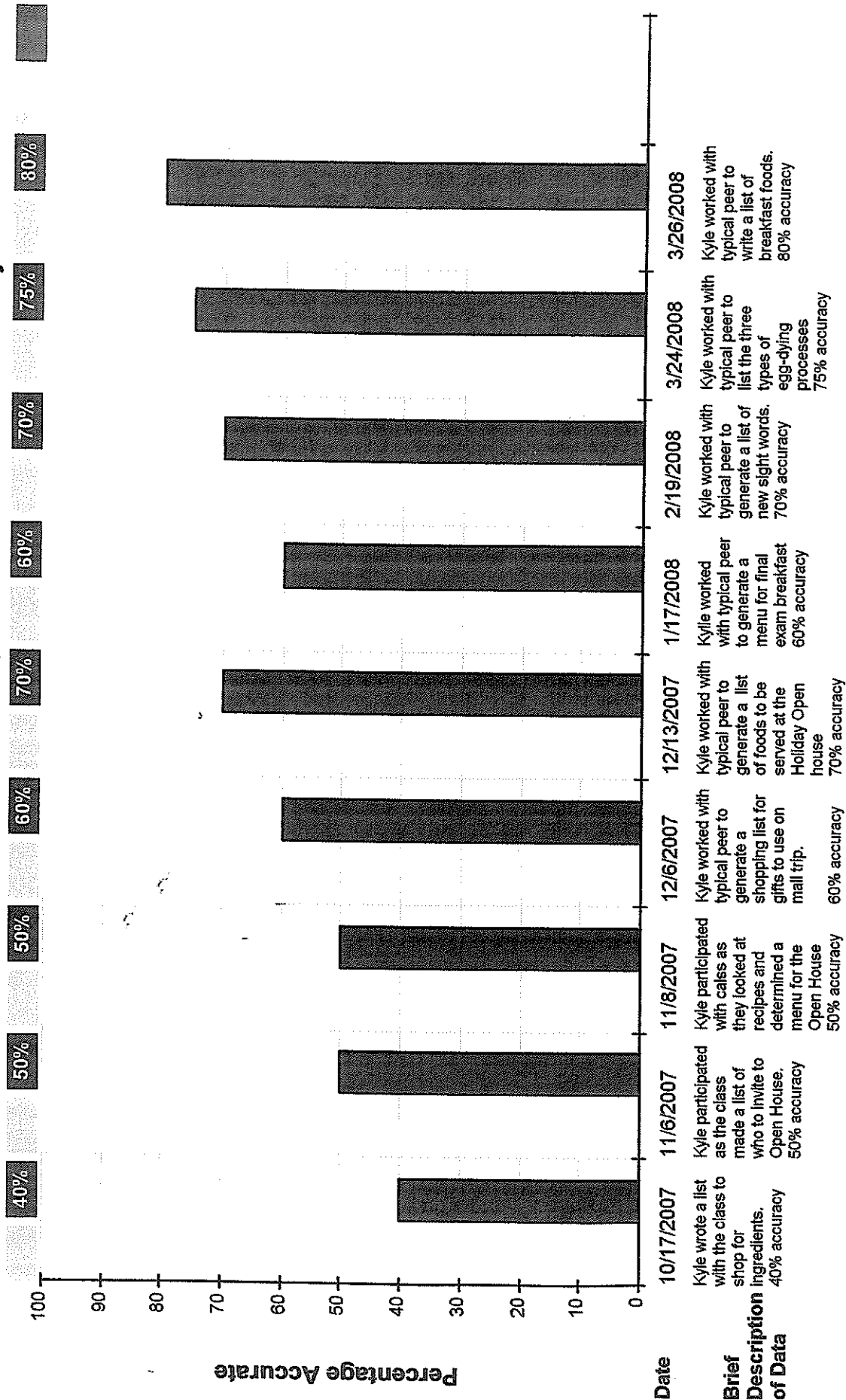
One Self-Determination Worksheet connected to one of the Work Samples Pg. 48

The following information must be recorded directly on each piece of evidence:

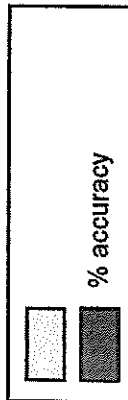
- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

Writing Required. Kyle will generate a list w/80% accuracy



Key



Comments:

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 11/6/07

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other making a list

I will work with:

Teacher Myself

Friend

I will work in:

Sp. Ed. Class

Reg. Class Library

Café

Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other white board markers

I think I did:

Great!

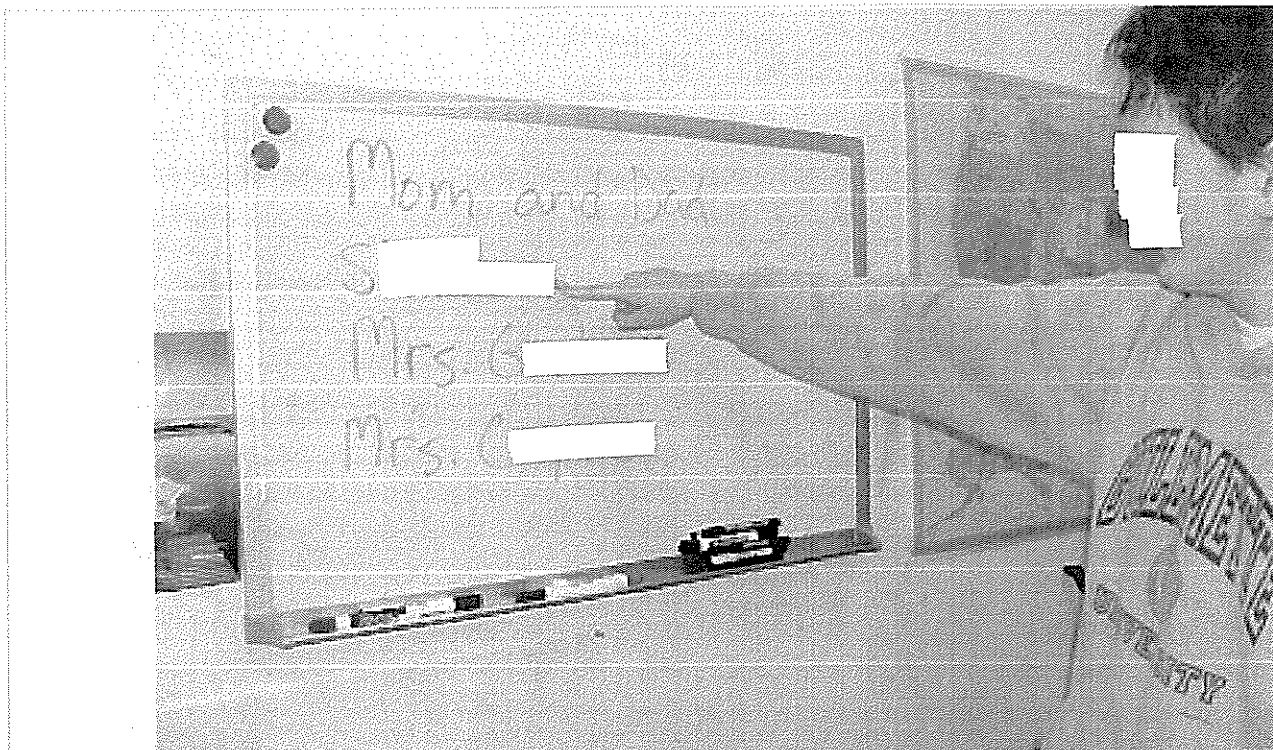
Okay!

So So!

Oops!

Next time I will work on:

Inviting more friends

WORK SAMPLE # 1**Student Work Sample Label***Attach to Work Sample***Student Name:** Kyle**Date:** 11/6/2007**Content Area:** Writing 1**Work Sample:** 1**Data Collection
Period:**

I

Setting: Special Ed. Classroom**Activity Description:**

Kyle participated as the class made a list of friends, family and teachers to invite to their annual Thanksgiving Open House.

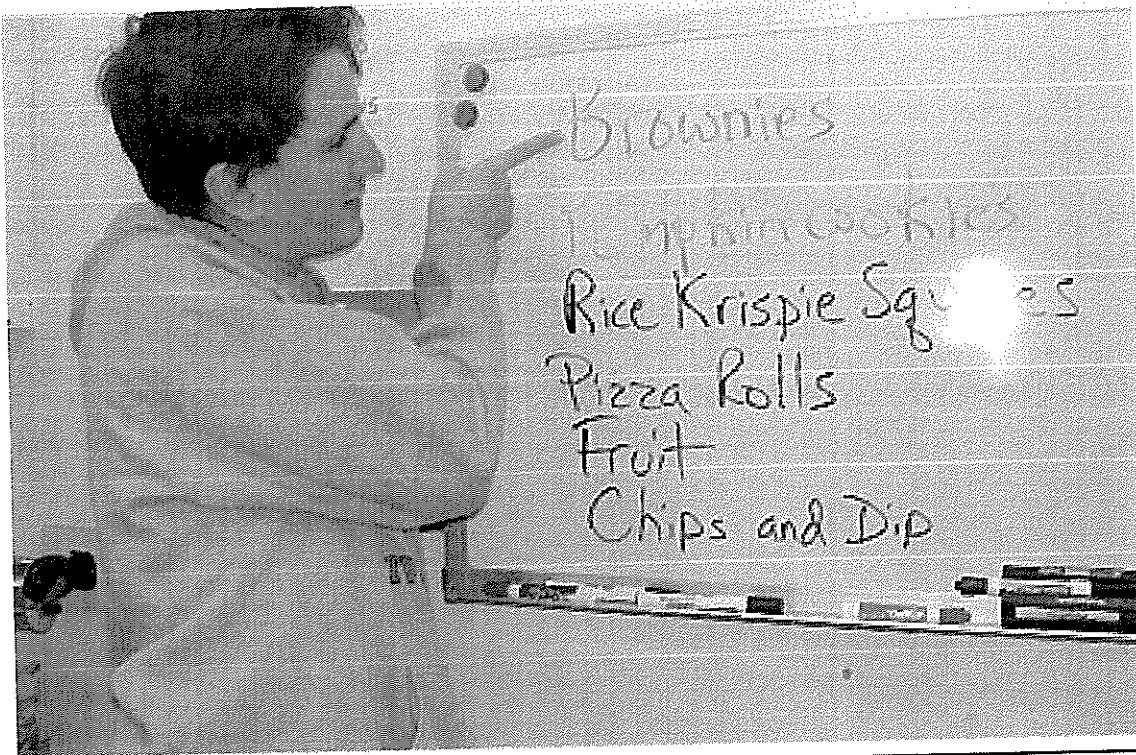
Student's Performance Relative to the Targeted Skill:

Generate a list (write, type, dictate, stamp, cut and paste) with 80% accuracy.
50% accuracy.

Supports:

Teacher, Para, typical peer, verbal prompts.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 11/8/2007
Content Area: Writing 1		
Work Sample: 2		
Data Collection Period: I	Setting: Special Ed. Classroom	
Activity Description: Kyle participated with the class as they looked at menu ideas, and made a list of foods to prepare for their holiday Open House.		
Student's Performance Relative to the Targeted Skill: Generate a list (write, type, dictate, stamp, cut and paste) with 80% accuracy. 50% accuracy.		
Supports: Teacher, Para, typical peer, cookbooks		

12/11/08

Mom- gloves - driving
Dad- Hat - Red Sox
o Bath stuff

See Facing Page

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 12/11/2007

Content Area: Writing 1

Work Sample: 1

**Data Collection
Period:**

II

Setting: Olympia Sports at Mall

Activity Description:

Kyle wrote and used a list of possible gifts to purchase for his family. He then showed the list to the sales clerk when he purchased an item on the list.

Student's Performance Relative to the Targeted Skill:

Generate a list (write, type, dictate, stamp, cut and paste) with 80% accuracy.
40% accuracy

Supports:

Typical peer helped Kyle locate the item on the list after reading the list.

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 1/31/08

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other ✓

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other books

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

I liked this!

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 1/31/2008

Content Area: Writing 1

Work Sample: 2

**Data Collection
Period:**

II

Setting: Town Library

Activity Description:

Kyle was making a list with the typical peer of the books he wanted to look at.

Student's Performance Relative to the Targeted Skill:

Generate a list (write, type, dictate, stamp, cut and paste) with 80% accuracy.
50% accuracy

Supports:

Typical peer presented the options to Kyle and prompted Kyle to make his choices known for the list.

3/24/08

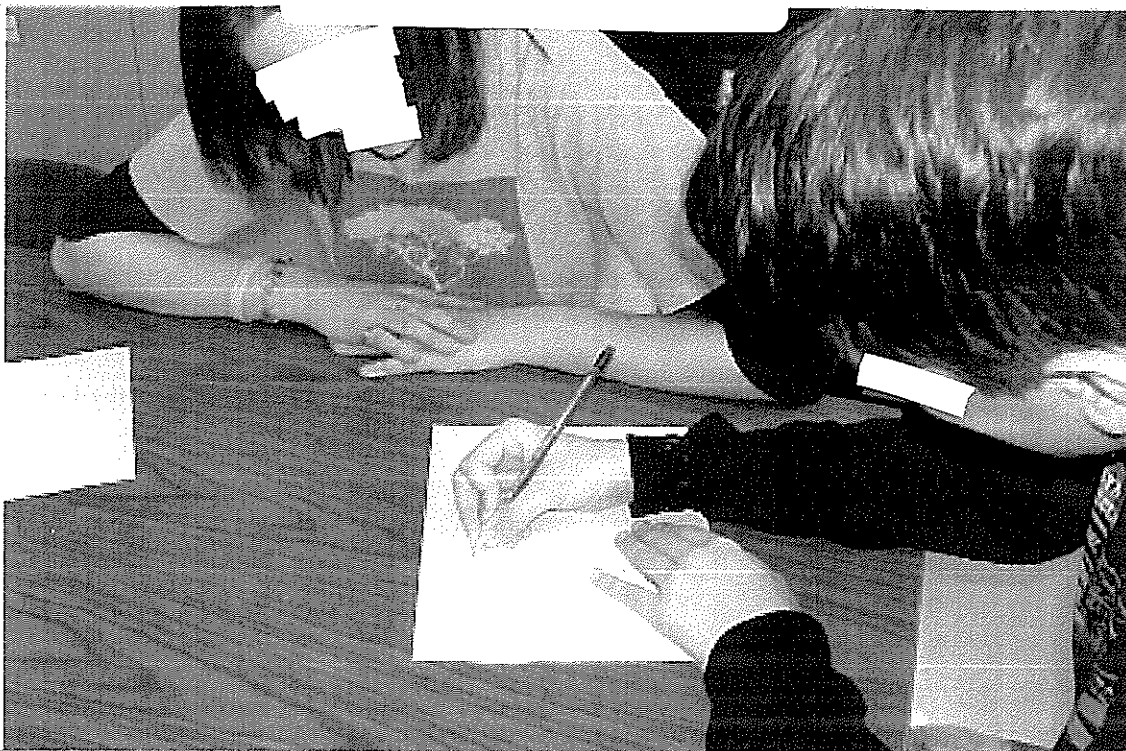
Paillot
Paillot

dyed
dyed

sponged
sponged

See Facing Page

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 3/24/2008

Content Area: Writing 1

Work Sample: 1

**Data Collection
Period:**

III

Setting: Life Skills Kitchen w/typical peer

Activity Description:

Kyle was asked to list the three egg coloring processes that were used following a model supplied by the typical peer.

Student's Performance Relative to the Targeted Skill:

Generate a list (write, type, dictate, stamp, cut and paste) with 80% accuracy.
75% accuracy

Supports:

Typical peer prompted Kyle to follow the model to write words correctly

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 3/26/08

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other ✓

I will work with:

Teacher Myself

Friend

I will work in:

Sp. Ed. Class

Reg. Class Library

Café

Community

The tools I need:

Book

Flash Cards

Pencil/pen

Game

Kitchen utensils Other

I think I did:

Great!

Okay!

So So!

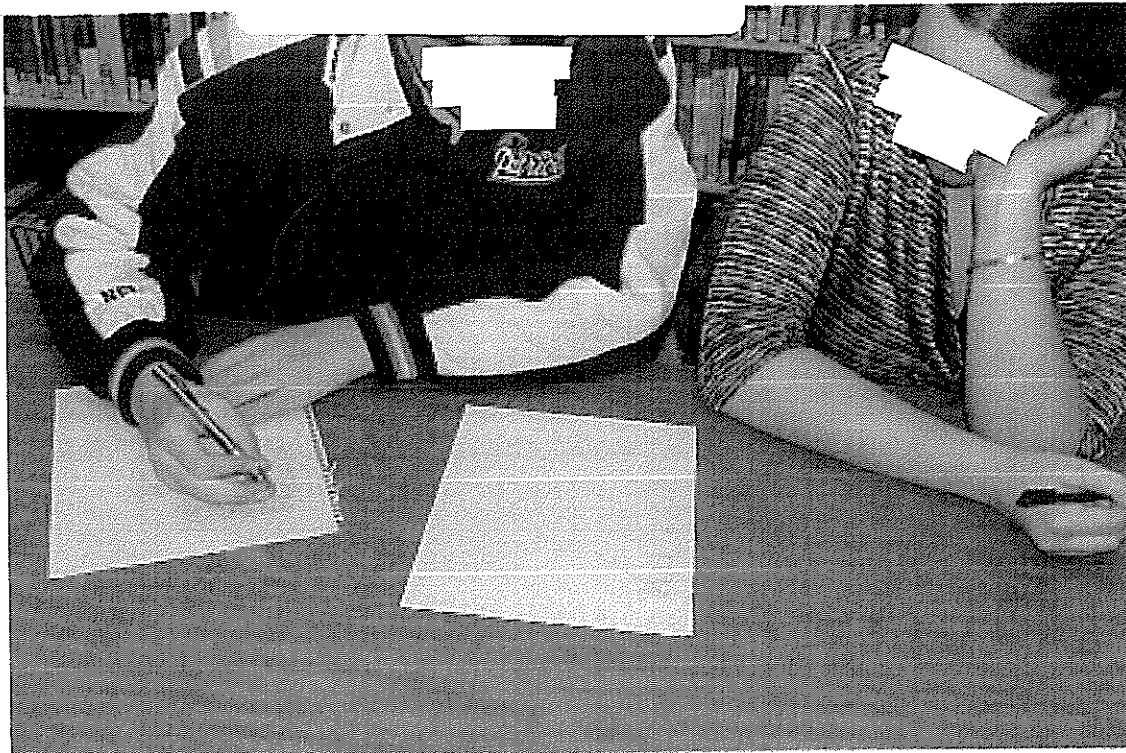
Oops!

Next time I will work on:

It was fun

See Next Page

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 3/26/2008
Content Area: Writing 1		
Work Sample: 2		
Data Collection Period: III	Setting: Library w/typical peer	
Activity Description: Kyle was asked to take part in a discussion about a breakfast menu. The typical peer wrote a model for Kyle to then copy.		
Student's Performance Relative to the Targeted Skill: Generate a list (write, type, dictate, stamp, cut and paste) with 80% accuracy. 80% accuracy		
Supports: Typical peer encouraged Kyle to write words accurately		

eggs

muffins

fruit

bacon

Goes with Preceding Entry

3/26/08

egg s.
MUFFINS
Fruit
bancan

Writing II

Choice

Entry Cover Sheet #2

Writing Choice

(Grades 4, 7 and 10)

Student Name: Kyle

SASID #

SAU #

Grade: 10

Content Standard:

Student will demonstrate competence in applying the interactive language process of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.

Student Performance and Progress: ONE Measurable Targeted Skill:

Generate correspondence and /or create a set of written/symbols for a variety of educational, occupational, civic, or social situations with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Kyle's ability to generate correspondence or a list of symbols for various situations will demonstrate competence in applying the interactive language processes to succeed in a variety of everyday settings.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 53

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 57, 59

One Self-Determination Worksheet connected to one of the Work Samples Pg. 58

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 61, 63

One Self-Determination Worksheet connected to one of the Work Samples Pg. 60

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 65, 67

One Self-Determination Worksheet connected to one of the Work Samples Pg. 66

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

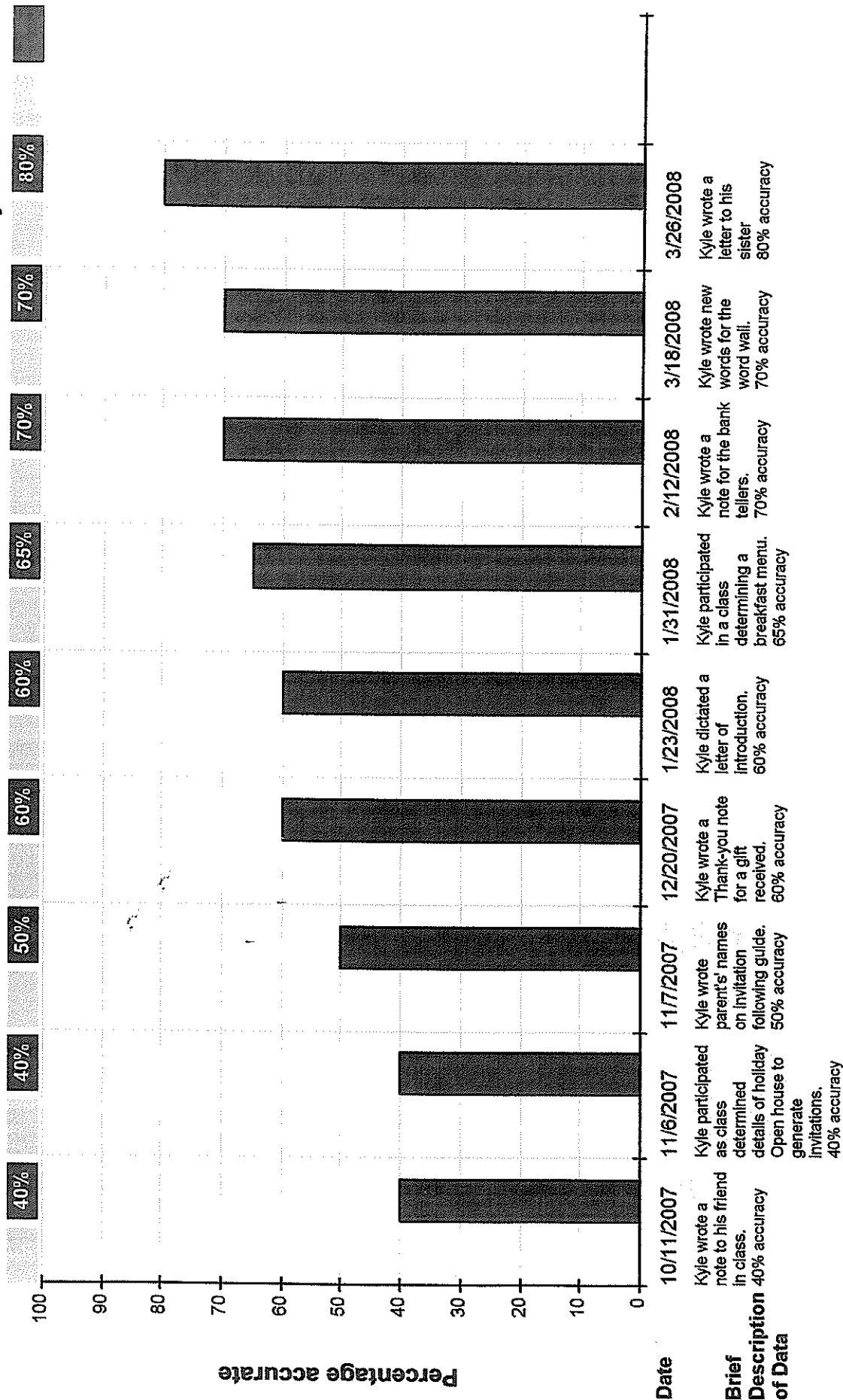
Student Name: Kyle

SASID #

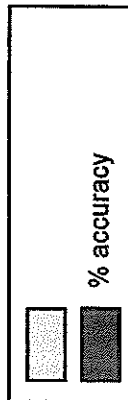
SAU #

Grade: 10

Writing Choice. Kyle will generate correspondence w/80% accuracy



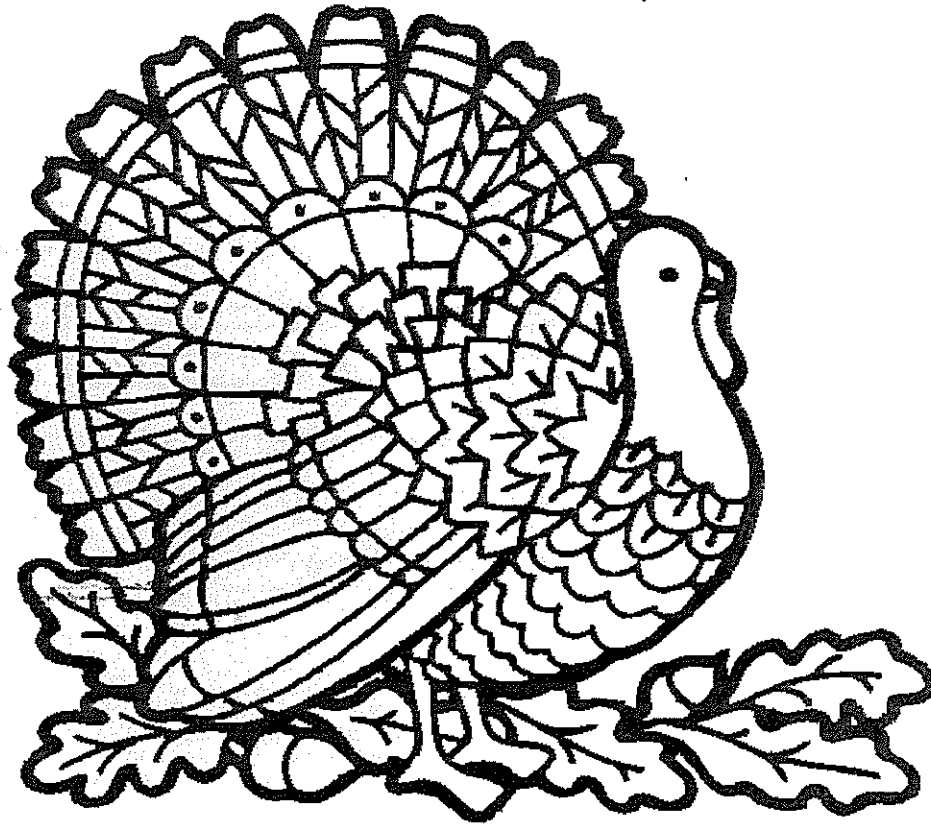
Comments:





We Gather Together...
Please Join Us!

11/6/07



You are invited to a...

What: Thanksgiving Open House

When: Thursday, November 15th, 1-2 PM

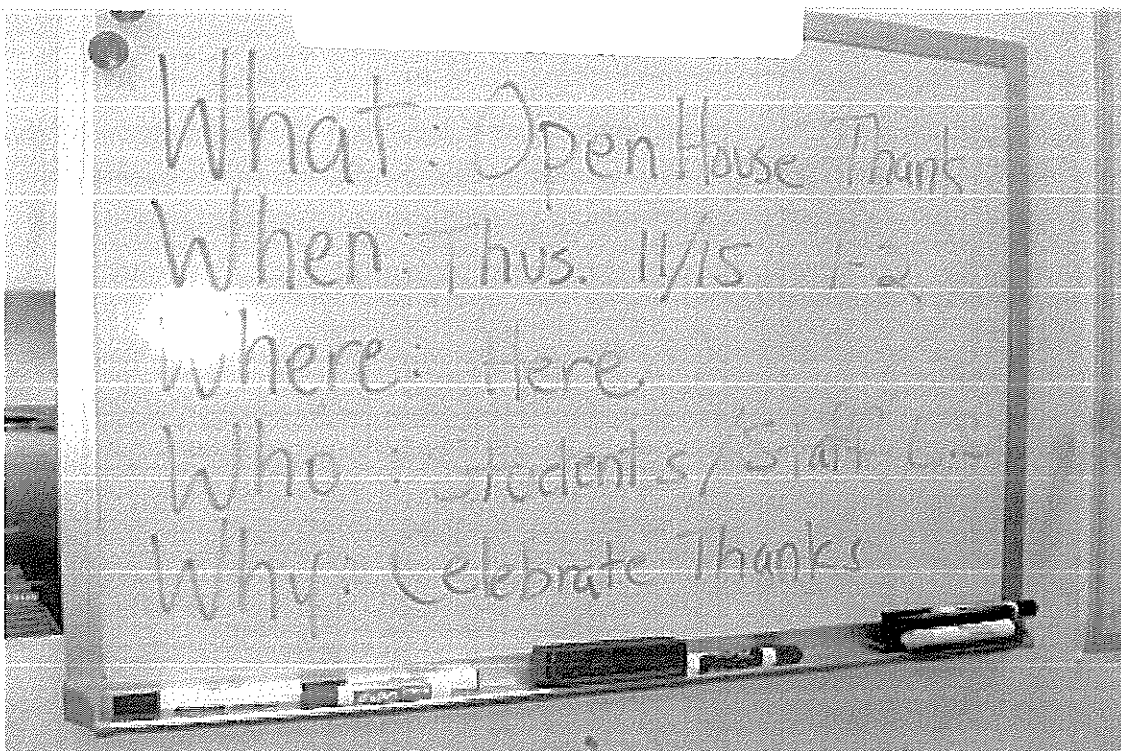
Where: Life Skills Room

Who: The students and staff of the Life Skills program

Why: To celebrate and share our thankfulness with family, staff and friends.

Light Refreshments will be served!

R.S.V.P. by Tuesday, November 13th.

WORK SAMPLE # 1**See Facing Page****Student Work Sample Label***Attach to Work Sample***Student Name:** Kyle**Date:** 11/6/2007**Content Area:** Writing 2**Work Sample:** 1**Data Collection
Period:**

I

Setting: Special Ed Classroom**Activity Description:**

Kyle participated with the class as together they determined the details of the holiday open house to generate an invitation, determining who, what, where, when, and why. This was dictated to the teacher who wrote it on the board for all to refer to.

Student's Performance Relative to the Targeted Skill:

Generate correspondence and /or create a set of written/symbols for a variety of educational, occupational, civic, or social situations with 80% accuracy.
40% accuracy

Supports:

Teacher, para, typical peer

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 11/7/07

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Writing Invitation

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other

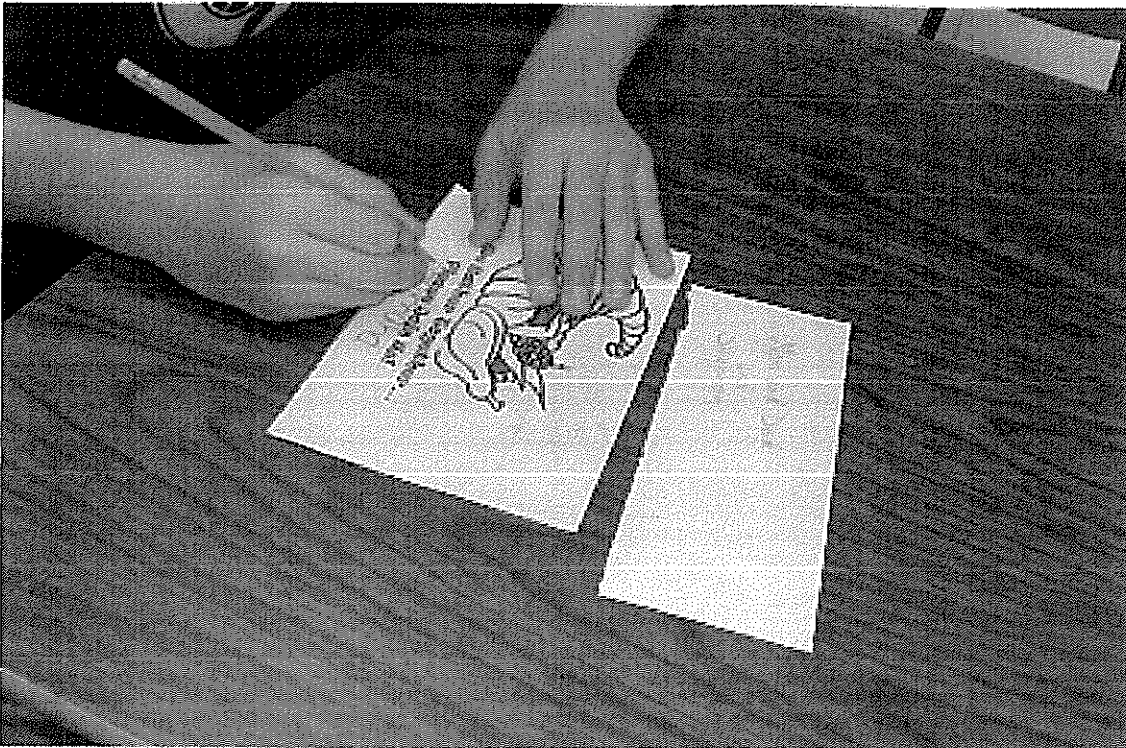
I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

Writing neater

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 11/7/2007

Content Area: Writing 2

Work Sample: 2

**Data Collection
Period:**

I

Setting: Special Ed. Classroom

Activity Description:

Kyle wrote his parents' names on an invitation following a printed guide.

Student's Performance Relative to the Targeted Skill:

Generate correspondence and /or create a set of written/symbols for a variety of educational, occupational, civic, or social situations with 80% accuracy.

50% accuracy

Supports:

Typical peer supplied model, written guide.

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 12/20/2007

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Thank-you card

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

Writing neater.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 12/20/2007

Content Area: Writing 2

Work Sample: 1

**Data Collection
Period:**

II

Setting: Special Ed. Classroom

Activity Description:

Kyle wrote a thank-you note to the Salvation Army, thanking them for a Christmas gift of a gift card.

Student's Performance Relative to the Targeted Skill:

Generate correspondence and /or create a set of written/symbols for a variety of educational, occupational, civic, or social situations with 80% accuracy.
50% accuracy

Supports:

Teacher cued Kyle, made a model for him to copy

1/23/08

Kyle

I live in . I am 16 years old. My birthday is . I
is my mother, she's beautiful. G is my father, he snores. My sister is S
I like her. My dogs are B and M

My parents take me to the races in Loudon. We stay in our camper. I like to
watch the cars but they are too noisy.

My favorite color is red. My favorite food is oatmeal. My favorite sport is
baseball; I like the Red Sox. My favorite soda is Pepsi. My favorite class is
cooking.

I have a lot of friends. P and W are my friends.

I like to do Special Olympics. I do snowshoes.

I have blue eyes. My hair is black. I am tall.

Student Work Sample Label <i>Attach to Work Sample</i>	
Student Name: Kyle	Date: 1/23/2008
Content Area: Writing 2	
Work Sample: 2	
Data Collection Period: II	Setting: Special Ed. Classroom
Activity Description: Kyle worked with the teacher to write his letter of introduction, discussing the items to include.	
Student's Performance Relative to the Targeted Skill: Generate correspondence and /or create a set of written/symbols for a variety of educational, occupational, civic, or social situations with 80% accuracy. 60% accuracy	
Supports: Teacher prompted Kyle regarding his word choices and thoughts. Teacher scribed for the student to type for the finished product.	

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 3/18/2008
Content Area: Writing 2		
Work Sample: 1		
Data Collection Period: III	Setting: Special Ed. Classroom w/typical peer	
Activity Description: Kyle wrote new sight words on word strips to post on the word wall		
Student's Performance Relative to the Targeted Skill: Generate correspondence and /or create a set of written/symbols for a variety of educational, occupational, civic, or social situations with 80% accuracy. 70% accuracy		
Supports: Typical peer lead a discussion about what to write and prompted Kyle to follow the model to write the words correctly.		

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 3/26/08

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other write letter

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

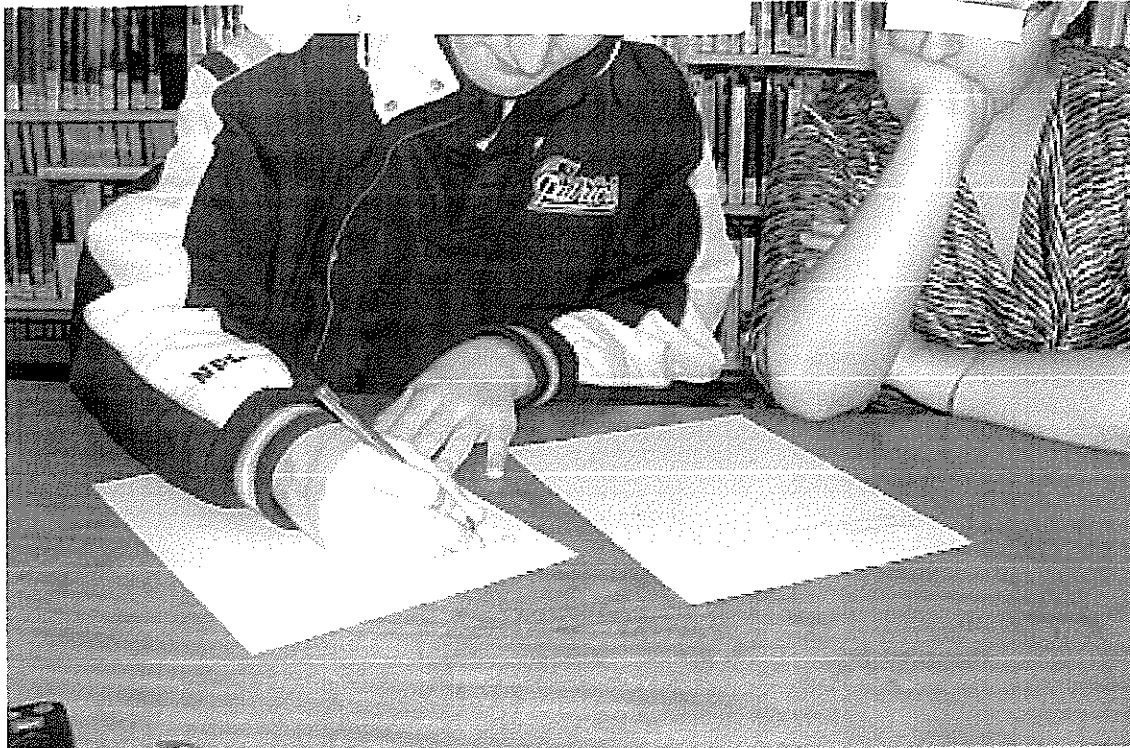
Book Flash Cards Pencil/pen Game Kitchen utensils Other

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

I like S she's nice!

WORK SAMPLE # 2**See Next Page****Student Work Sample Label***Attach to Work Sample***Student Name:** Kyle**Date:** 3/26/2008**Content Area:** Writing 2**Work Sample:** 2**Data Collection
Period:**

III

Setting: Library w/typical peer**Activity Description:**

Kyle was asked to write a letter to his sister telling her how he felt about her.

Student's Performance Relative to the Targeted Skill:

Generate correspondence and /or create a set of written/symbols for a variety of educational, occupational, civic, or social situations with 80% accuracy.

80% accuracy

Supports:

Typical peer assisted Kyle in thinking through what he wanted to write. She then wrote a model for Kyle to copy.

Goes with Preceding Entry

March 26, 2008

Doan's
thank you for picking
me up. I like you.

Love)

Hyle

Dear S,

Thank you for picking me up. I like you.

Love,

Math I Required

Entry Cover Sheet #1
Mathematics Required
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Kyle

SASID #

SAU #

Grade: 10

Content Standard:

Student will communicate his or her understanding of mathematics and recognize, develop, and explore mathematical connections.

Student Performance and Progress: ONE Measurable Targeted Skill:

Kyle will demonstrate one-to-one correspondence with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Kyle's demonstration of one-to-one correspondence will communicate his understanding of mathematics and recognition, development and exploration of mathematical connections

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods
with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 71

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 73, 75

One Self-Determination Worksheet connected to one of the Work Samples Pg. 72

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 77, 79

One Self-Determination Worksheet connected to one of the Work Samples Pg. 78

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 81, 83

One Self-Determination Worksheet connected to one of the Work Samples Pg. 80

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

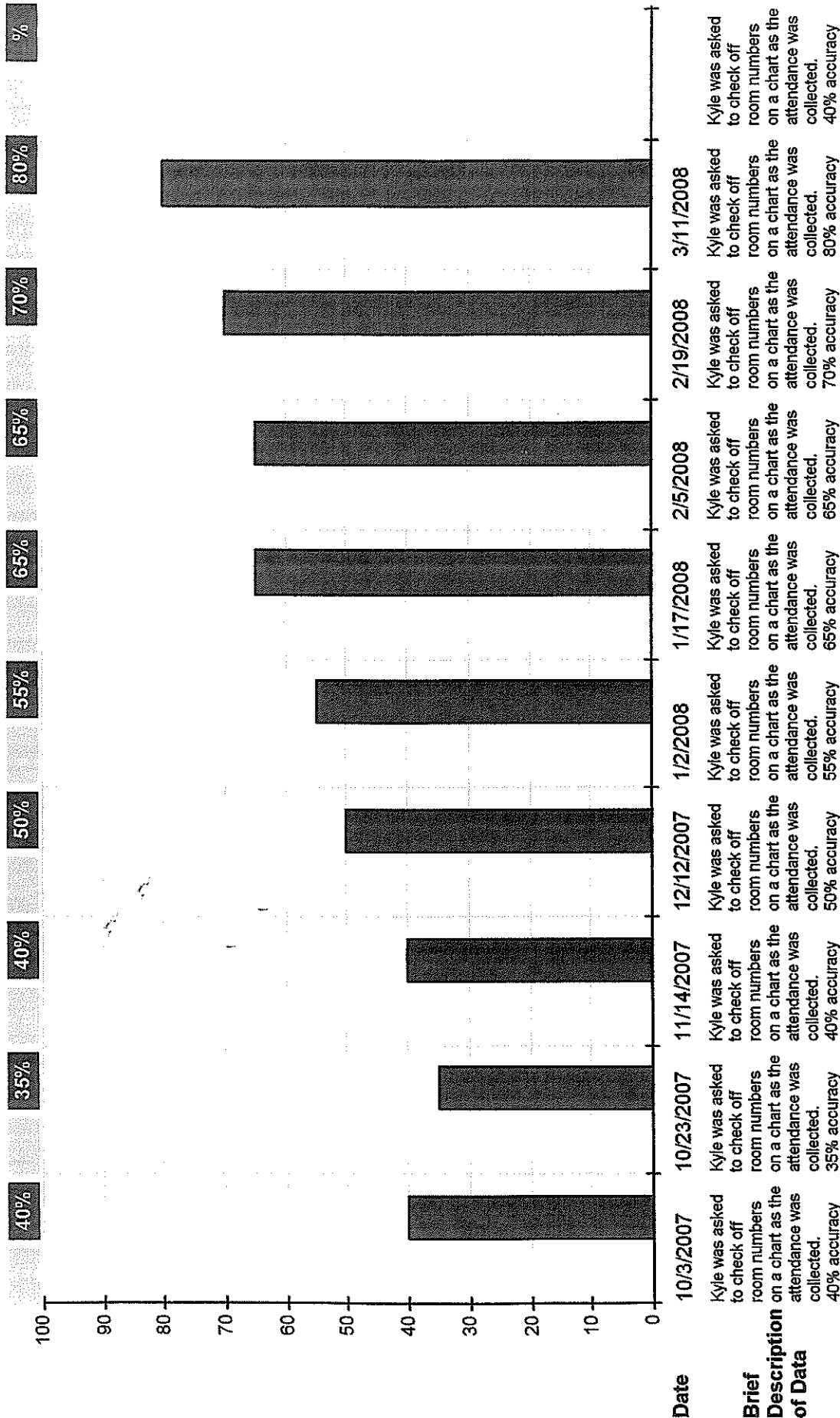
Student Name: Kyle

SASID #

SAU #

Grade: 10

Kyle will demonstrate one-to-one correspondence with 80% accuracy.



Key



Comments:

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 10/3/07

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Take attendance

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

Hallway of school

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other Clipboard

I think I did:

Great!

Okay!

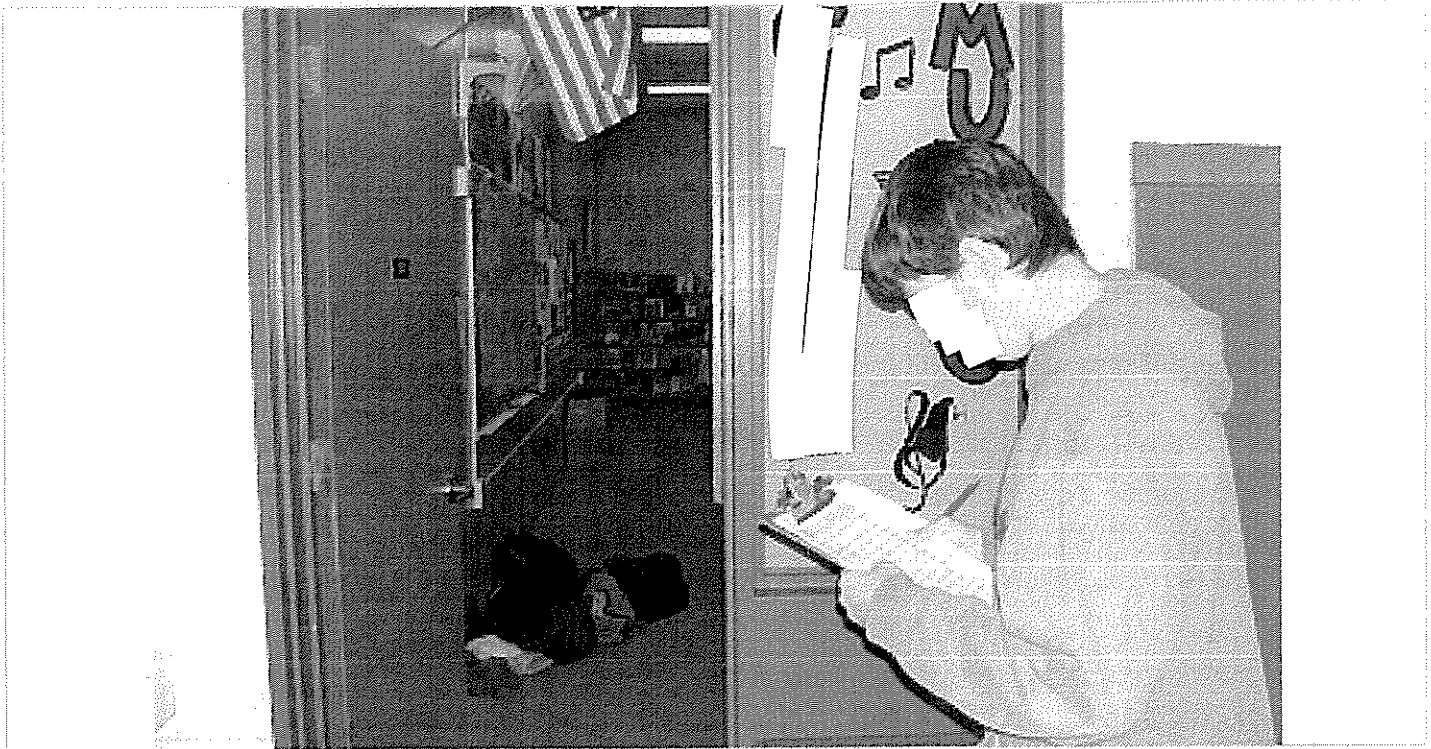
So So!

Oops!

Next time I will work on:

I like it.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 10/3/2007
Content Area: Mathematics 1		
Work Sample: 1		
Data Collection Period: I	Setting: School hallway	
Activity Description: Kyle was asked to check off class numbers one a chart as the attendance was collected.		
Student's Performance Relative to the Targeted Skill: Kyle will demonstrate one-to-one correspondence with 80% accuracy. 40% accuracy.		
Supports: Para, list of classrooms.		

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 10/17/2007

Content Area: Mathematics 1

Work Sample: 2

**Data Collection
Period:**

I

Setting: Special Ed. Classroom

Activity Description:

Sorting coins, matching them to those already in the drawer.

Student's Performance Relative to the Targeted Skill:

Kyle will demonstrate one-to-one correspondence with 80% accuracy.
40% accuracy.

Supports:

Teacher, peers, verbal prompts.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 12/11/2007
Content Area: Mathematics 1		
Work Sample: 1		
Data Collection Period: II	Setting: Olympia Sports at Mall	
Activity Description: Kyle chose the hat that matched the one in the sales clerk's hand from the rack.		
Student's Performance Relative to the Targeted Skill: Kyle will demonstrate one-to-one correspondence with 80% accuracy. 60% accuracy		
Supports: Typical peer held hat and asked Kyle to locate the other hats that were like it on the shelf.		

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 1/29/2008

Today I need to work on:

Reading

Writing

Math

I chose this activity:

Worksheet Game

Flash Cards

Cooking

Other matching

I will work with:

Teacher

Myself

Friend

I will work in:

Sp. Ed. Class

Reg. Class Library

Café

Community

The tools I need:

Book

Flash Cards

Pencil/pen Game

Kitchen utensils Other

I think I did:

Great!

Okay!

So So!

Oops!

Next time I will work on:

Finding the numbers better

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 1/29/2008
Content Area: Mathematics I		
Work Sample: 2		
Data Collection Period: II	Setting: Post Office w/typical peer	
Activity Description: Kyle was asked to locate a number of P. O. boxes using the file cards with the box numbers.		
Student's Performance Relative to the Targeted Skill: Kyle will demonstrate one-to-one correspondence with 80% accuracy. 70% accuracy		
Supports: Typical peer prompted Kyle to look for number patterns to help find the boxes.		

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 3/19/2008

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other matching

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other Flyer

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

It was fun!

WORK SAMPLE # 1**See Next Page****Student Work Sample Label***Attach to Work Sample***Student Name:** Kyle**Date:** 3/19/2008**Content Area:** Mathematics I**Work Sample:** 1**Data Collection
Period:**

III

Setting: Ocean State Job Lots w/typical peer**Activity Description:**

Kyle was asked to demonstrate to the typical peer that he could find an item on the display floor that was pictured in the sales flyer.

Student's Performance Relative to the Targeted Skill:

Kyle will demonstrate one-to-one correspondence with 80% accuracy.
80% accuracy

Supports:

Typical peer provided verbal prompts through questioning to encourage Kyle to look in other areas for the item he chose to identify.

Folding Adirondack chair



Compare \$200
\$40 ea

selection varies by store

22" Outdoor Charcoal Grill
heavy gauge porcelain-enameled lid/bowl, ash catcher, zinc plated cooking grill
Compare at \$49.99

\$25

Duraflame
Hardwood Charcoal
8.8 lb
\$5



Ocean State JOB LOT

The End Of High Prices!™

Sunbeam

Solar Stake Light
Stainless Steel
or Copper Finish
Comp. 9.97

3.99 ea

BONUS:
4 PC. DURA LONG
SIDEWALL SET



Compare to \$499.99
\$140
Includes handy roller bag
Commercial grade 600 denier white polyester top, popular 10'x10' size, 100sf of shade, water & fire resistant fabric - meets CPAI-84 requirements



Regency II
5 Piece Patio Set
• Durable steel frames with rust resistant powder coat finish
• Quick drying UV protected sling fabric resists fading
• Tempered glass table top

\$210
Compare to \$350

Zero Gravity
Multi-Position Recliner
quick dry fabric, removable headrest

Compare to \$79.99

\$40



Russell Athletic®
Premium Cotton
Pocket T-shirt
Moisture wicking & breathable, heavyweight, sizes M-2x
Compare \$16

\$4



twill cargo shorts
100% cotton, khaki, black, olive or stone, sizes 32-42
Compare \$24

\$8



Spectacular
Closeout!
Ladies Silk
Sportswear
Separates

Found in pro shops, resorts and specialty stores

Blouses, polos, shorts, capris and more!

100% silk or silk cotton blend
Regularly \$60 or More!

\$15 ea



Outdoor
Patio Rugs

6' x 8'

Compare at \$68

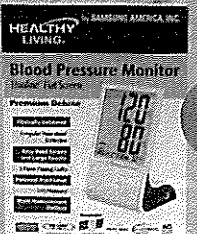
\$25

Deluxe 4PC. Resin
Wicker Seating

Cushions sold Separately

\$279
see page 9 for details

Samsung®
Deluxe Flatscreen
Blood Pressure Monitor



Compare \$100

\$40

- 2 Cuffs
- 240 Memory
- AC Adapter

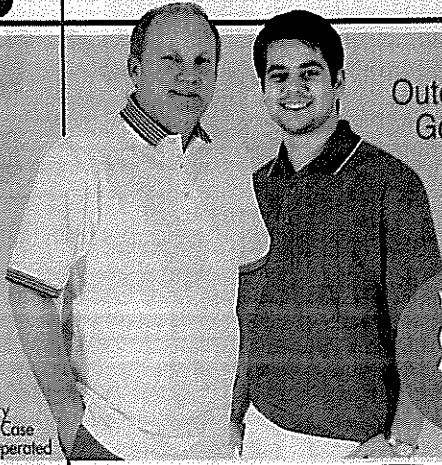
Timex®
Wrist Blood
Pressure Monitor



Compare \$45

\$20

- 60 Memory
- Carrying Case
- Battery Operated



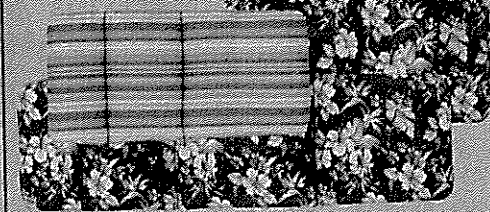
Mens
Outer Banks®
Golf Shirts

Compare \$30 or more!

Your Choice

\$5

All Weather Cushions



High Back Chair
Compare \$40

\$20

Chaise Lounge
Compare \$60

\$30

SALE DATES: THURSDAY, MARCH 13 THRU WEDNESDAY, MARCH 19, 2008

62

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle		Date: 3/26/2008
Content Area: Mathematics 1		
Work Sample: 2		
Data Collection Period: III	Setting: Ocean State Job Lots w/typical peer	
Activity Description: Kyle was given a product and asked to find that product on the shelf, matching the product in hand with the product on the shelf.		
Student's Performance Relative to the Targeted Skill: Kyle will demonstrate one-to-one correspondence with 80% accuracy. 80% accuracy		
Supports: Typical peer prompted Kyle by questioning him on his choices.		

Math II Choice

Entry Cover Sheet #2
Mathematics Choice
(Grades 2, 3, 4, 5, 6, 7 and 10)

Student Name: Kyle

SASID #

SAU #

Grade: 10

Content Standard:

Kyle will develop number sense and an understanding of our numeration system.

Student Performance and Progress: ONE Measurable Targeted Skill:

Kyle will match numeral to number in set with 80% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Kyle's ability to match a numeral to the number in a set will demonstrate his number sense and an understanding of our numeration system.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Pg. 85

Collection period I - September 17 - November 16, 2007

Two Student Work Samples

Pgs. 87, 89

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 88

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples

Pgs. 91, 93

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 92

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples

Pgs. 95, 97

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 96

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

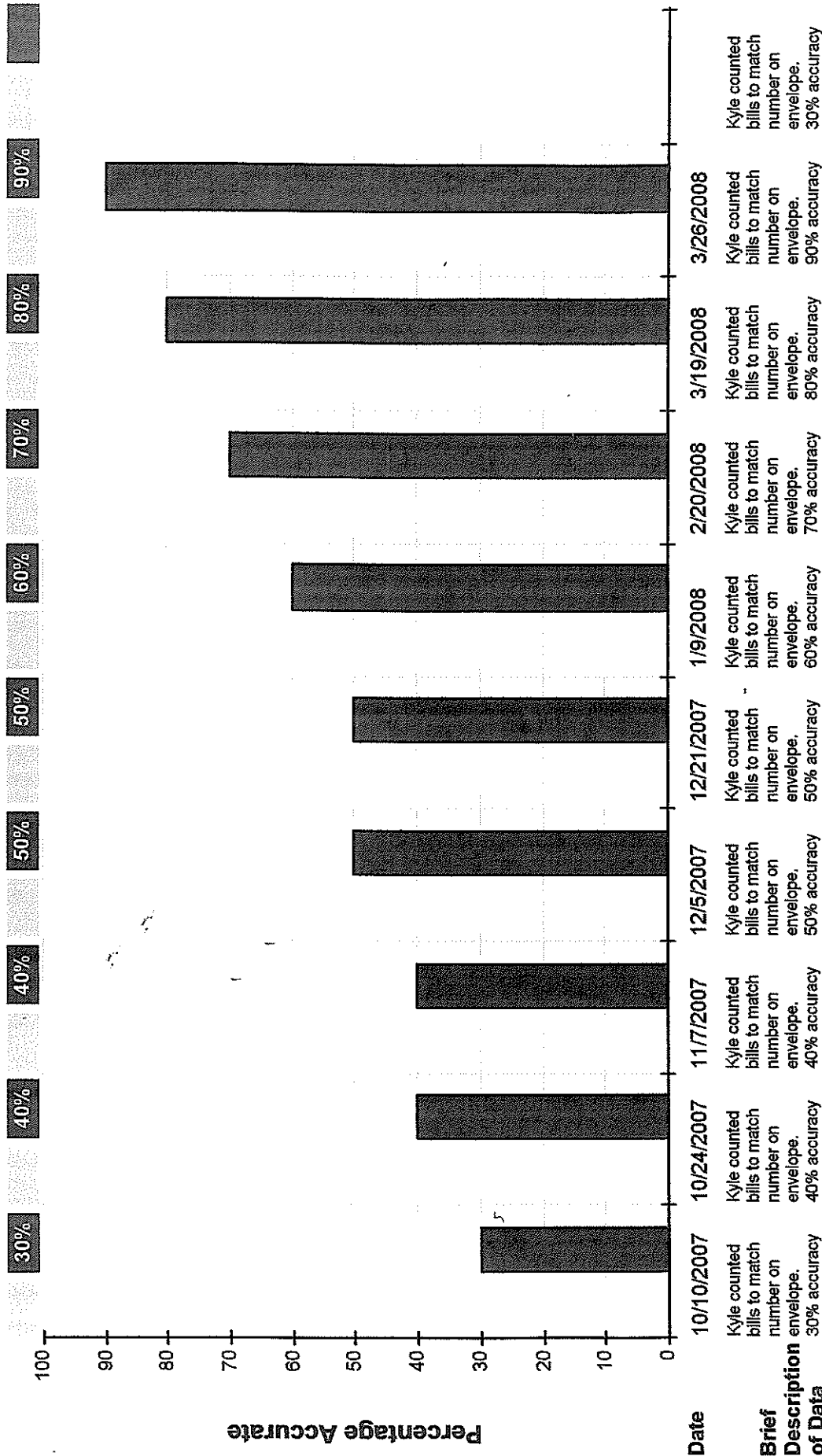
Student Name: Kyle

SASID #

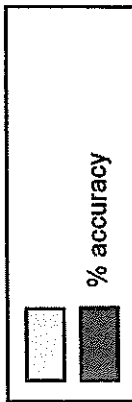
SAU #

Grade: 10

Math Choice: Kyle will match numeral to number in a set w/80% accuracy



Comments:



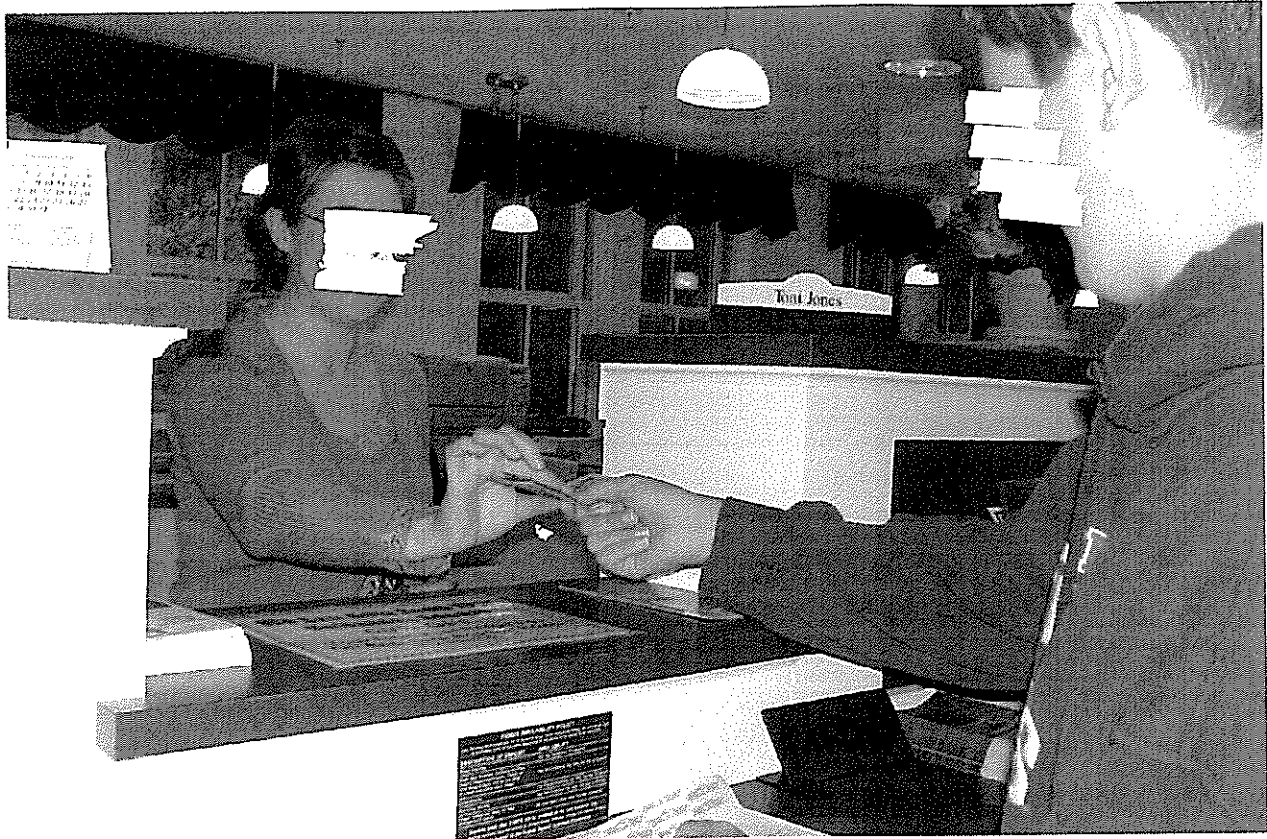
Key

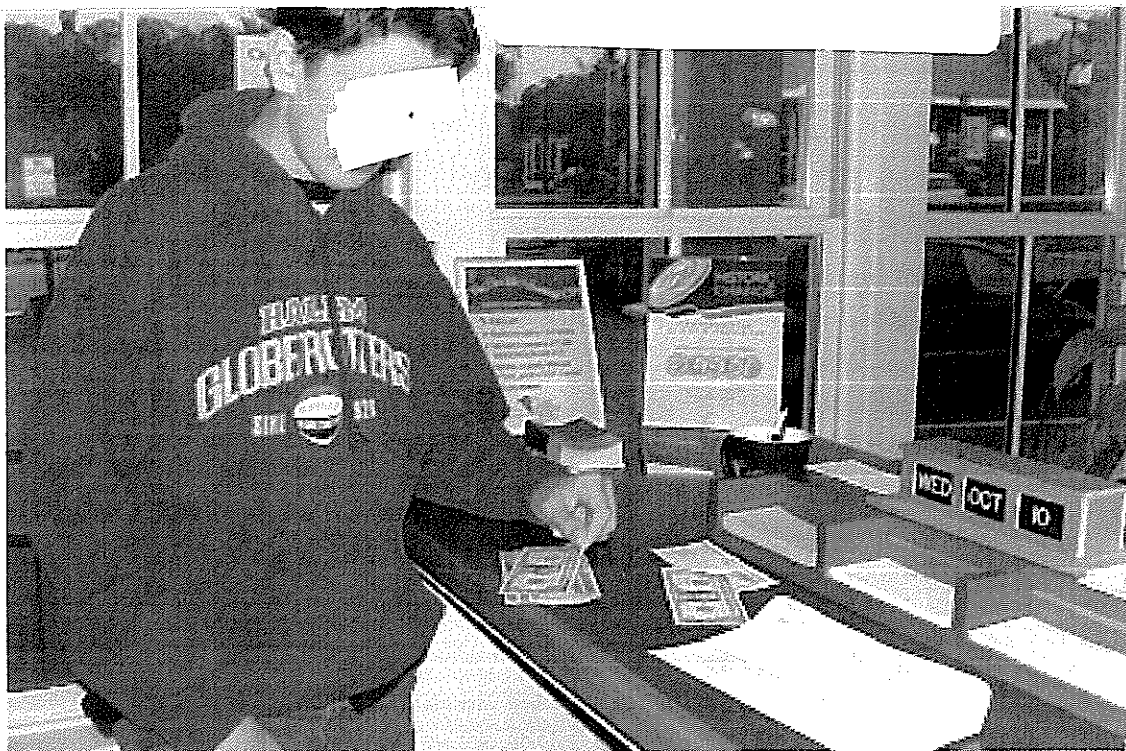
NH Alternate Assessment 2008

Math II Choice

85

10/10/07



**Student Work Sample Label***Attach to Work Sample***Student Name:** Kyle**Date:** 10/10/2007**Content Area:** Mathematics 2**Work Sample:** 1**Data Collection
Period:**

I

Setting: Local Bank**Activity Description:**

Kyle was asked to count the dollar bills and match that number with the number on the envelope, showing the bank teller as he did so.

Student's Performance Relative to the Targeted Skill:

Kyle will match numeral to number of items in a set with 80% accuracy.
30% accuracy

Supports:

Typical peer checked his work and gave verbal prompts

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 11/7/07

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Matching number to sets

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards & sets Pencil/pen Game Kitchen utensils Other

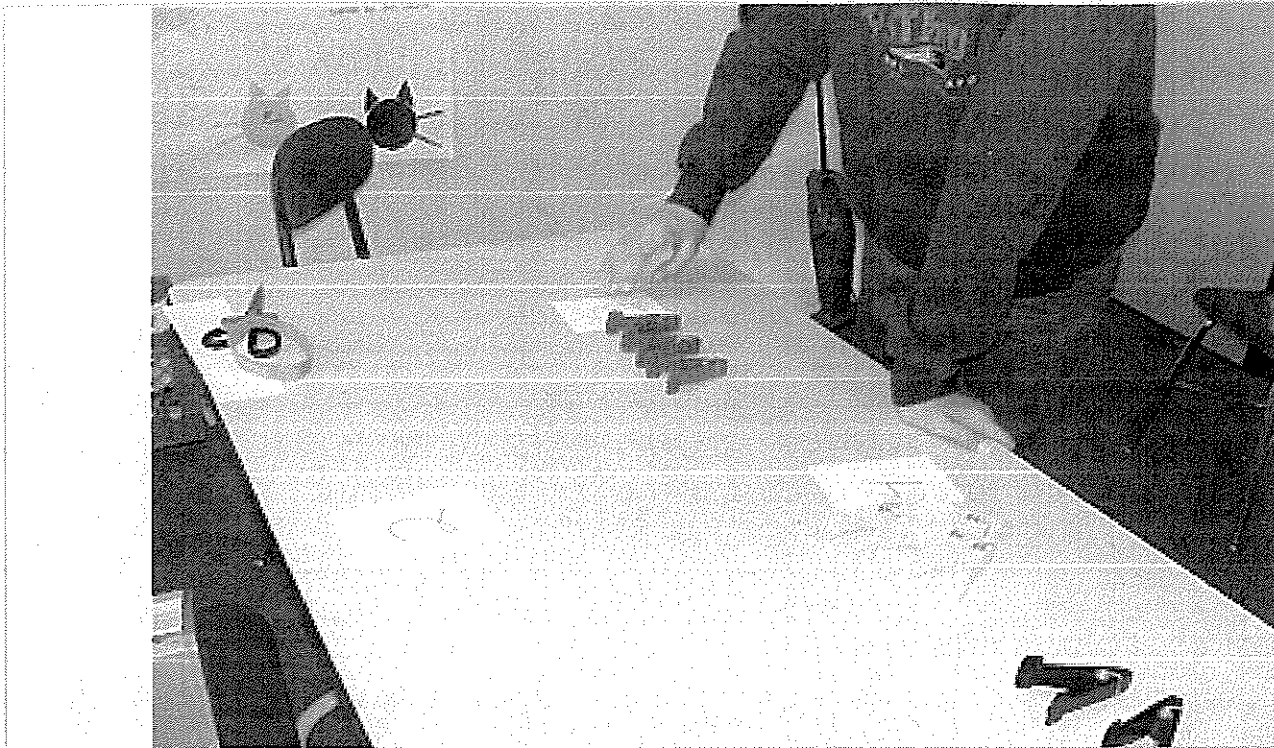
I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

I don't know

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 11/7/2007

Content Area: Mathematics 2

Work Sample: 2

**Data Collection
Period:**

I

Setting: Special Ed. Classroom

Activity Description:

Kyle was asked to count the parts of a set and match the number card with the correct set.

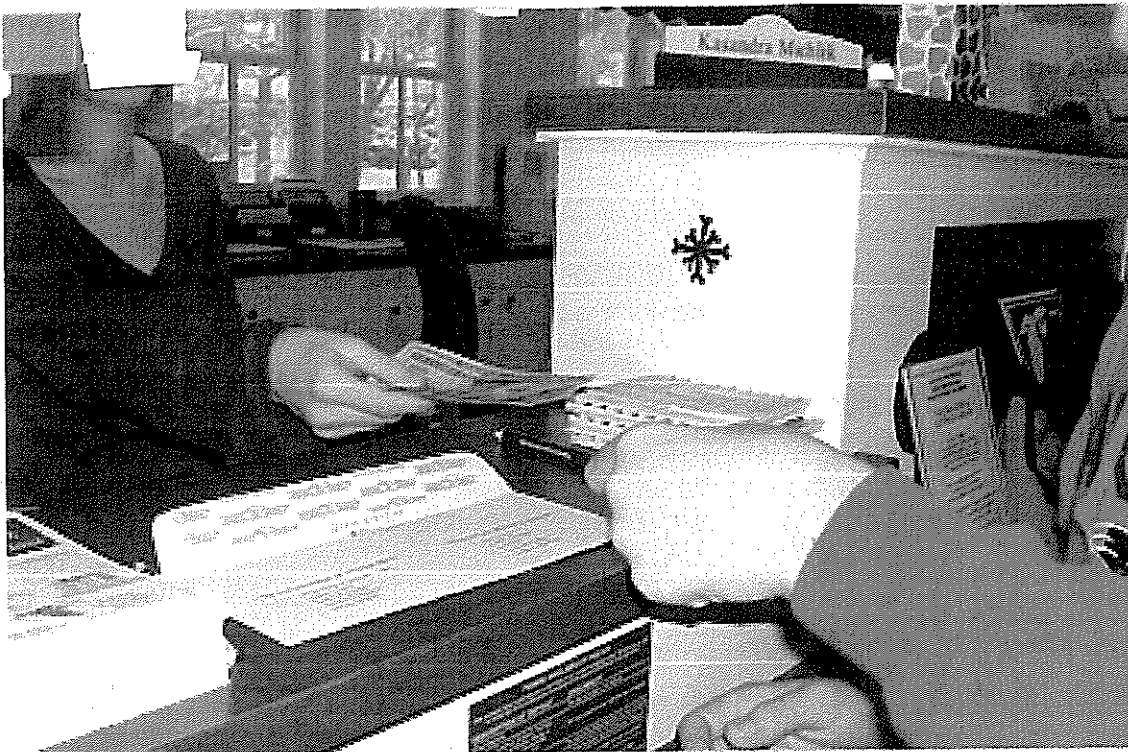
Student's Performance Relative to the Targeted Skill:

Kyle will match numeral to number of items in a set with 80% accuracy.
40% accuracy.

Supports:

Teacher, verbal prompts

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 12/21/2007

Content Area: Mathematics 2

Work Sample: 1

**Data Collection
Period:**

II

Setting: Local Bank

Activity Description:

Kyle was asked to count the dollar bills and match that number with the number on the envelope showing the bills to the bank teller.

Student's Performance Relative to the Targeted Skill:

Kyle will match numeral to number of items in a set with 80% accuracy.
50% accuracy.

Supports:

Typical peer gave verbal prompts

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 1/22/2008

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other matching numbers

I will work with:

Teacher Myself Friend Sales clerk

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other Number Cards

I think I did:

Great!

Okay!

So So!

Oops!

Next time I will work on:

I should count better.

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 1/22/2008

Content Area: Mathematics 2

Work Sample: 2

**Data Collection
Period:**

II

Setting: Local Hardware store

Activity Description:

Kyle matched the number of a set with the proper package, showing the package to the sales clerk.

Student's Performance Relative to the Targeted Skill:

Kyle will match numeral to number of items in a set with 80% accuracy.
50% accuracy

Supports:

Typical peer prompted Kyle to count pieces in package as well as to find the matching number on the card.

WORK SAMPLE # 1



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 3/19/2008

Content Area: Mathematics 2

Work Sample: 1

**Data Collection
Period:**

III

Setting: Ocean State Job Lots w/typical peer

Activity Description:

Kyle was asked to match the number of items in a set with the proper number on the file card

Student's Performance Relative to the Targeted Skill:

Kyle will match numeral to number of items in a set with 80% accuracy.
70% accuracy

Supports:

Typical peer prompted Kyle to determine the number in the set and match it to a card

Self-Determination Form

Choices were read by staff and circled by student, last answer dictated by student and scribed by staff.

Name: Kyle

Date: 3/26/2008

Today I need to work on:

Reading Writing Math

I chose this activity:

Worksheet Game Flash Cards Cooking Other Country music

I will work with:

Teacher Myself Friend

I will work in:

Sp. Ed. Class Reg. Class Library Café Community

The tools I need:

Book Flash Cards Pencil/pen Game Kitchen utensils Other

I think I did:

Great! Okay! So So! Oops!

Next time I will work on:

I like it!

WORK SAMPLE # 2



Student Work Sample Label

Attach to Work Sample

Student Name: Kyle

Date: 3/26/2008

Content Area: Mathematics 2

Work Sample: 2

**Data Collection
Period:**

III

Setting: Bank w/typical peer

Activity Description:

Kyle was asked by the peer to choose the number of bills in each pile after counting the money

Student's Performance Relative to the Targeted Skill:

Kyle will match numeral to number of items in a set with 80% accuracy.
80% accuracy

Supports:

After initial instructions, Kyle was able to count and determine the number of bills in each stack with no prompting from the typical peer